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# The Newcomers

Photo stories for learners of English



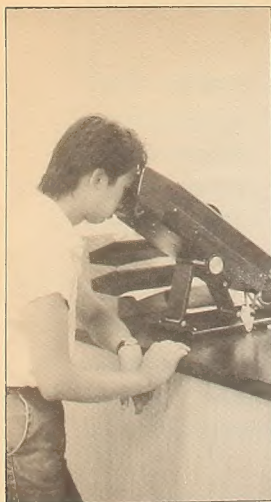
Adapting to a new life



Enrolling in preschool



Shopping for a TV



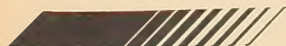
Getting a driver's licence



Going on a trip



Starting a business



Ministry of  
Citizenship

Bob Wong  
Minister



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## DISTRIBUTION

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## To the student

"The Newcomers" photo stories can help you learn about life in Ontario. They can also help you learn English. Each photo story has a variety of practice exercises. For many of the exercises, you do not need the help of a teacher. The examples show you what to do, and you can correct your answers with the answer key. There is also a review section with more exercises and a reading section with information about Ontario. If you are doing the exercises on your own, a bilingual dictionary will help you.

If you have any comments about "The Newcomers" photo stories, please fill out the student's evaluation form on page 20. Then mail it to us. We want to hear from you. We also hope you find this material helpful and enjoyable.

## To the teacher

"The Newcomers" photo stories have been designed to convey orientation information and to provide a language training resource, primarily for advanced beginner to intermediate level students. Each photo story is accompanied by a variety of exercises and suggested classroom activities. With the exception of some open-ended exercises, all of the exercises can be self-corrected by using the answer key or by referring back to the photo story. This allows students to work at their own pace, or to use the material for self-instruction. A review section provides extra practice, and the supplementary reading section contains additional orientation information. Also, the Teacher's Guide on page 19 presents a number of ideas on how to use this material.

We hope you will find "The Newcomers" a useful resource. If you have any comments, please fill out the teacher's evaluation form on page 20. We would appreciate your feedback.

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# THE NEWCOMERS Adapting to a new life

Wing Lee is a cook in a restaurant. He works nights. He works very hard, and he is often tired. His dream is to start his own restaurant.

Sun Lee is Wing's wife. She is at home all day with her young son, David. Sun is lonely. She misses the rest of her family. They are in Hong Kong.

Peter Chong is Sun's younger brother. He lives with Wing and Sun. He works in a restaurant, too. He's a waiter. At night he studies English.



1



2



3

Where are you going, Peter?

To my English class.

What time will you be back?

Late. About 10:30.



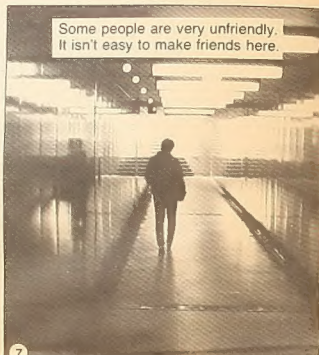
4



5



6



7



8

...LATER

OK, class. Let's take a break.  
I need a coffee.  
I almost fell asleep.



9

My wife and I are going on a picnic on Sunday. Would you like to come?

Sure! Thanks!



10

Why don't you bring your family?

Hey, that sounds good. Sunday is Wing's day off. And Sun needs to get out of the house.



11

...SUNDAY



12

This cake is delicious, Sun. Thanks, Anna.  
Would you give me the recipe?  
Sure. I'd be happy to.



13

OK, I'll call you tomorrow. And maybe we can do something together.

That would be very nice.



14

**EXERCISE 1. YES OR NO?**

Write the correct answer in the blank. Or cover the questions with a piece of paper. Listen to your teacher read each question. Then write the answer in the blank.

1. No Is Wing a waiter?
2. \_\_\_\_\_ Is Sun lonely?
3. \_\_\_\_\_ Is Peter a cook in a restaurant?
4. \_\_\_\_\_ Does Wing want to start his own store?
5. \_\_\_\_\_ Does Peter study Chinese?
6. \_\_\_\_\_ Does Peter take the subway to school?
7. \_\_\_\_\_ Does Peter get tired in English class?
8. \_\_\_\_\_ Does Stan invite Peter to a party?
9. \_\_\_\_\_ Does Anna like Sun's cake?
10. \_\_\_\_\_ Does Anna want to call Sun tomorrow?
11. \_\_\_\_\_ In photo #1, is Wing cutting something?
12. \_\_\_\_\_ In photo #2, is Sun sitting in a chair?
13. \_\_\_\_\_ In photo #3, is Peter carrying a suitcase?
14. \_\_\_\_\_ In photo #4, is Peter leaving?
15. \_\_\_\_\_ In photo #5, is Peter wearing a hat?
16. \_\_\_\_\_ In photo #6, does Peter bump into someone?
17. \_\_\_\_\_ In photo #6, is the man friendly?
18. \_\_\_\_\_ In photo #10, are Stan and Peter beside the coffee machine?
19. \_\_\_\_\_ In photo #12, are they in the park?
20. \_\_\_\_\_ In photo #13, are they eating cake?

**EXERCISE 3. DIALOGUES**

Write the correct words in the blanks. You can check your answers with the photo story. Then practise the dialogues with a partner.

- A. \* Where are you going, Peter?  
 ○ \_\_\_\_\_ my English class.  
 \* What time \_\_\_\_\_ you be back?  
 ○ Late. \_\_\_\_\_ 10:30.
- B. \* Hi, Stan. How \_\_\_\_\_ doing?  
 ○ So-so. How about \_\_\_\_\_?  
 \* \_\_\_\_\_  
 ○ Me too. I \_\_\_\_\_ this lesson \_\_\_\_\_ too difficult.
- C. \* My wife and I \_\_\_\_\_ going on a picnic \_\_\_\_\_ Sunday. Would you \_\_\_\_\_ come?  
 ○ \_\_\_\_\_! Thanks!  
 \* Why don't \_\_\_\_\_ bring \_\_\_\_\_ family?  
 ○ Hey, that sounds good. Sunday \_\_\_\_\_ Wing's day off. And Sun \_\_\_\_\_ to get out of the house.
- D. \* This cake \_\_\_\_\_ delicious, Sun.  
 ○ \_\_\_\_\_, Anna.  
 \* Would \_\_\_\_\_ give \_\_\_\_\_ the recipe?  
 ○ Sure. I'd \_\_\_\_\_ happy to.

**EXERCISE 5. FINISH THE SENTENCE**

Finish the sentence with your own ideas. The examples will help you.

1. I feel tired when I get home from work.
2. I work hard because I want to start a restaurant.
3. I feel lonely when \_\_\_\_\_
4. I feel happy when \_\_\_\_\_
5. I feel afraid when \_\_\_\_\_
6. I forget my problems when \_\_\_\_\_
7. I study English because \_\_\_\_\_
8. I don't like Canada because \_\_\_\_\_
9. I like Canada because \_\_\_\_\_

**EXERCISE 2. QUESTIONS**

A. Write some questions about the photo story. The examples will help you. Then ask a partner your questions.

1. Is Sun lonely?
  2. Where does Wing work?
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
- B. Which photo? Look at the examples. Write 5 similar sentences about the photos. Then ask your partner to identify which photo each sentence is about.
1. Peter is carrying a tray. photo 3
  2. The subway passenger is angry. photo 6
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_

**EXERCISE 4. IS/ARE ISN'T/AREN'T**

A. Fill in the blanks with *there is* or *there are*. The sentences are about the photos.

1. There is a bookcase in the livingroom.
  2. \_\_\_\_\_ some students in the classroom.
  3. \_\_\_\_\_ a picnic table in the park.
  4. \_\_\_\_\_ a coffee machine in the cafeteria.
  5. \_\_\_\_\_ a map on the wall in the classroom.
  6. \_\_\_\_\_ many trees in the park.
  7. \_\_\_\_\_ some plates on the picnic table.
  8. \_\_\_\_\_ a telephone beside the sofa in the livingroom.
  9. \_\_\_\_\_ many lights in the subway station.
10. Now, you write 5 sentences about the photos. Use *there is* or *there are*.

B. Disagree with these sentences. The examples will help you.

1. Sun is happy. She isn't happy.
2. They're eating cookies. They aren't eating cookies.
3. Peter is at home all day. \_\_\_\_\_
4. He's studying Chinese. \_\_\_\_\_
5. The students are in the park. \_\_\_\_\_
6. The teacher is tired. \_\_\_\_\_
7. It's Wing's day off. \_\_\_\_\_
8. They're drinking tea. \_\_\_\_\_
9. English is difficult. \_\_\_\_\_
10. We're in room 5. \_\_\_\_\_

**ACTIVITIES**

A. In a group, talk about Peter Chong. Use your imagination: *How old is he? Why does he live with his sister? Does he have a girlfriend? Does he have many friends? Does he have a car? Does he speak English well? Is he happy in Canada? etc.* After your discussion, write a story about Peter. Then read the story to the rest of the class. Other groups can talk and write about Wing, Sun, Anna or Stan.

B. The photo story has a lot of information about people. For example: *Wing works in a restaurant. Sun has one son. Anna likes cake, etc.* Write a list of information like this on the blackboard. Then, for each sentence in the list, find someone in your class who is the same. For example: *Find someone who works in a restaurant. Find someone who has one son. Find someone who likes cake, etc.*



## THE NEWCOMERS Enrolling in preschool

Sun Lee wanted to study English. Her friend, Anna, told Sun about English classes that have a preschool program.

Excuse me. I want to enroll my son in the preschool.



1

Come in. I'm Judy Davis, the preschool supervisor.



2

Sorry, what's your name again?

Judy Davis.

Oh, nice to meet you. I'm Sun Lee.



3

What's your son's name? David.

How old is he? Three and a half.



4

Please sit down, Sun. I have to ask you some questions.



5

### Some questions Judy asked.

1. What's David's family name?
2. What's his date of birth?
3. Does he have any brothers or sisters?
4. Who should we call in an emergency?
5. How long has David been in his present home?
6. What language does David speak at home?
7. Is David toilet trained?
8. Is this David's first time away from you?
9. What kind of things is he afraid of?

The preschool is full now. But, we'll put you on a waiting list. We'll call you in about four weeks. Please bring this form with you then. It's a medical form for David. Your doctor must fill it out. Now, I'll show you around.



6

This is our activities room.



7

We encourage the children to be creative.



8

We have activities to develop physical and mental skills.



9

The children learn English in group activities.



10

### Sun asked these questions:

1. What time does the preschool start?
2. Who should I call if David can't come?
3. Should I bring extra clothes for David?
4. Do you give the children a snack?
5. Can I stay with David until he is adjusted?

11

Come on, David. It's time to go.

I think he likes it here.

Yes, he doesn't want to leave.



12

Judy called Sun four weeks later. Sun went to the preschool. She brought the medical form with her. Sun didn't start English classes right away. She stayed in the preschool for a few days. On the first day, she played with David. On the second day, she didn't play with David, but she was in the room. On the third day, Sun left the room for an hour. David didn't cry, and he was happy. Sun started English class the next day.



13



14

Hello. Hi, Sun. It's Anna. How was your first day in English class?

It was very good. I learned a lot because I wasn't worried about David. I knew he was getting good care.



15



**EXERCISE 1. YES OR NO?**

Write the correct answer in the blank. Or cover the question with a piece of paper. Listen to your teacher read each question. Then write the answer in the blank.

1. No Did Sun want to study Chinese?
2. Did she go to English classes that have a preschool?
3. Did she talk to the preschool supervisor?
4. Did the supervisor ask David some questions?
5. Did Sun start English classes right away?
6. Does the preschool have an activities room?
7. Do the children learn English in the preschool?
8. Does David like the preschool?
9. Does Sun like the English classes?
10. Is Sun worried about David?
11. In photo #1, is Sun holding David's hand?
12. In photo #2, is Judy introducing herself?
13. In photo #3, is Sun shaking hands with Judy?
14. In photo #5, does Judy want Sun to sit down?
15. In photo #6, is Judy giving Sun a medical form?
16. In photo #7, is Judy showing Sun the livingroom?
17. In photo #8, is the boy painting?
18. In photo #9, are the children playing?
19. In photo #11, is Judy asking Sun some questions?
20. In photo #14, is Sun in the preschool?

**EXERCISE 3. DIALOGUES**

Write the correct words in the blanks. You can check your answers with the photo story. Then practise the dialogues with a partner.

- A. \* Excuse me. I want \_\_\_\_\_ enroll my son  
\_\_\_\_\_ the preschool.  
o Come \_\_\_\_\_ in. I'm \_\_\_\_\_  
\* Sorry, \_\_\_\_\_ your name again?  
o \_\_\_\_\_  
\* Oh, nice to \_\_\_\_\_ you. I'm \_\_\_\_\_.
- B. \* What's \_\_\_\_\_ son's name?  
o \_\_\_\_\_  
\* How old is \_\_\_\_\_?  
o \_\_\_\_\_.
- C. \* Come on, \_\_\_\_\_. It's time \_\_\_\_\_ go.  
o I \_\_\_\_\_ he likes it \_\_\_\_\_.  
\* Yes, he \_\_\_\_\_ want to \_\_\_\_\_ home.

**EXERCISE 5. DO DOES DID**

Fill in the blanks with *do*, *does*, or *did*. The examples will help you.

1. Does David like the preschool?
2. Do the children play every morning?
3. Did Sun go to the English class yesterday?
4. \_\_\_\_\_ Peter work in the restaurant last night?
5. \_\_\_\_\_ Peter work in the restaurant every night?
6. \_\_\_\_\_ they go on a picnic every Sunday?
7. \_\_\_\_\_ they go on a picnic last Sunday?
8. \_\_\_\_\_ Peter and Sun study English in Hong Kong?
9. \_\_\_\_\_ Wing work yesterday?
10. \_\_\_\_\_ Sun speak English?
11. \_\_\_\_\_ the preschool have an activities room?
12. \_\_\_\_\_ the English class start at 9 o'clock yesterday?
13. \_\_\_\_\_ you go to school every day?
14. \_\_\_\_\_ you come to Canada three years ago?
15. \_\_\_\_\_ you have any children?
16. \_\_\_\_\_ your brother want to stay in Toronto?
17. \_\_\_\_\_ your friends call you last night?
18. \_\_\_\_\_ your friends have any children?

**EXERCISE 2. QUESTIONS**

A. Write some questions about the photo story. The examples will help you. Then ask a partner your questions.

1. What is the supervisor's name?
2. Does Sun like the English classes?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

B. Which photo? Look at the examples. Write 5 similar sentences about the photos. Then ask your partner to identify which photo each sentence is about.

1. David doesn't want to go home. photo 12
2. The children are learning English. photo 10
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**EXERCISE 4. PAST TENSE**

A. Fill in the blanks with the correct form of these verbs: *is*, *start*, *call*, *leave*, *stay*, *go*, *cry*, *play*, *bring*. Check your answers with the sentences above photos #13 and #14.

Judy called Sun four weeks later. Sun \_\_\_\_\_ to the preschool. She \_\_\_\_\_ the medical form with her. Sun didn't \_\_\_\_\_ English classes right away. She \_\_\_\_\_ in the preschool for a few days. On the first day, she \_\_\_\_\_ with David. On the second day, she didn't \_\_\_\_\_ with David, but she \_\_\_\_\_ in the room. On the third day, Sun \_\_\_\_\_ the room for an hour. David didn't \_\_\_\_\_, and he \_\_\_\_\_ happy. Sun \_\_\_\_\_ English class the next day.

B. Disagree with these sentences. The examples will help you.

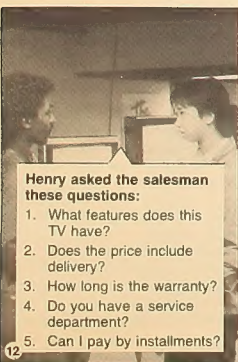
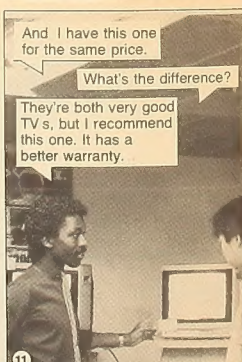
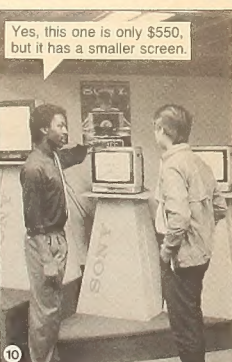
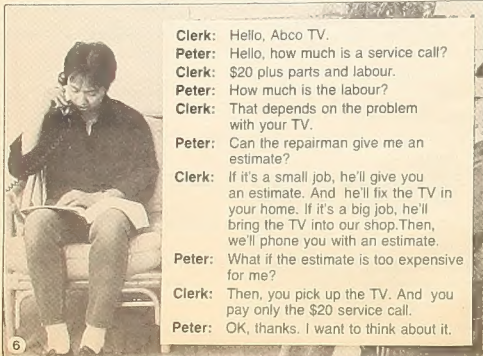
1. Sun wanted to study Chinese. She didn't want to study Chinese.
2. Sun went to a restaurant. She didn't go to a restaurant.
3. Sun played with David.
4. Judy called Sun two weeks later.
5. David asked Judy a question.
6. David cried in the preschool.
7. David left the activities room.
8. The children brought extra clothes.
9. The students stayed at school for six hours.
10. The class started at 9 o'clock.
11. The teacher went to the park.
12. David wanted to leave.

**ACTIVITIES**

- A. The preschool supervisor asked Sun some questions. With a partner, make up answers to these questions. If you or your partner has children, answer with information about your children. Then take turns interviewing each other. Repeat this activity with the questions which Sun asked the supervisor.
- B. Find someone in your class who has children (or a child). Ask her/him five questions about her/his children.
- C. In your own words, tell the photo story to a partner. For example: *Sun wanted to study English. She went to English classes that have a preschool program. She talked to the supervisor. Then the supervisor... etc.* Then your partner can tell the story to you in his/her own words.



# THE NEWCOMERS Shopping for a TV





## EXERCISE 1. YES OR NO

Write the correct answer in the blank. Or cover the questions with a piece of paper. Listen to your teacher read each question. Then write the answer in the blank.

1. Yes Did someone knock on the door?
2. \_\_\_\_\_ Was it a salesperson?
3. \_\_\_\_\_ Did Wing fix the T.V.?
4. \_\_\_\_\_ Did Sun call a T.V. repair shop?
5. \_\_\_\_\_ Did they agree to buy a new T.V.?
6. \_\_\_\_\_ Did Peter go to a supermarket?
7. \_\_\_\_\_ Did Peter look at some new colour TV's?
8. \_\_\_\_\_ Did one T.V. have a bigger screen?
9. \_\_\_\_\_ Did Sun bump the T.V. while she was cleaning?
10. \_\_\_\_\_ Does the T.V. work now?
11. \_\_\_\_\_ In photo #1, is there a rug on the floor?
12. \_\_\_\_\_ In photo #2, is the salesman carrying a briefcase?
13. \_\_\_\_\_ In photo #3, is the telephone beside the sofa?
14. \_\_\_\_\_ In photo #4, is Wing in front of the T.V.?
15. \_\_\_\_\_ In photo #5, is Sun sitting on the sofa?
16. \_\_\_\_\_ In photo #7, is there a plant in the corner?
17. \_\_\_\_\_ In photo #8, is Peter looking at a radio?
18. \_\_\_\_\_ In photo #10, is the salesman wearing a jacket?
19. \_\_\_\_\_ In photo #13, is Sun watching T.V.?
20. \_\_\_\_\_ In photo #14, is Sun wearing a dress?

## EXERCISE 3. DIALOGUES

Write the correct words in the blanks. You can check your answers with the photo story. Then practise the dialogues with a partner.

- A. \* Hello, Abco TV.  
 ○ Hello, how \_\_\_\_\_ is a service call?  
 ○ \$20 plus parts and \_\_\_\_\_  
 ○ How much \_\_\_\_\_ the labour?  
 \* That \_\_\_\_\_ on the problem \_\_\_\_\_ your TV.  
 ○ \_\_\_\_\_ the repairman give me an \_\_\_\_\_?  
 \* If it's a small job, he'll \_\_\_\_\_ you an estimate. If it's a big job, he'll \_\_\_\_\_ the TV into our shop. Then we'll \_\_\_\_\_ you with an estimate.  
 ○ What if the estimate is too \_\_\_\_\_ for \_\_\_\_\_?  
 \* Then you \_\_\_\_\_ up the TV. And you \_\_\_\_\_ only the \$20 service call.  
 ○ OK, thanks. I want to \_\_\_\_\_ about it.

- B. \* Can I \_\_\_\_\_ you?  
 ○ Yes, \_\_\_\_\_ much is \_\_\_\_\_ colour TV?  
 \* \_\_\_\_\_ \$799.  
 ○ Hmm, I \_\_\_\_\_ afford that much. Do you have a \_\_\_\_\_ one?  
 \* Yes, this one is \_\_\_\_\_ \$550, but it has a \_\_\_\_\_ screen. And I have this one for the \_\_\_\_\_ price.  
 ○ What's the \_\_\_\_\_?  
 \* They're \_\_\_\_\_ very good TVs, but I recommend this one. It has a \_\_\_\_\_ warranty.

## EXERCISE 5. SENTENCE PATTERNS

Fill in the blanks. Use your imagination.

- A. 1. I want to show you some Fantastic Kitchen products.  
 2. I want to give you \_\_\_\_\_.  
 3. I want to \_\_\_\_\_ you a story.  
 4. I want to write you a \_\_\_\_\_.  
 5. I want to \_\_\_\_\_ you a \_\_\_\_\_.
- B. 1. This TV is too old to repair.  
 2. This coffee is too hot to \_\_\_\_\_.  
 3. This \_\_\_\_\_ is too \_\_\_\_\_ to eat.  
 4. This \_\_\_\_\_ is too expensive to \_\_\_\_\_.  
 5. This \_\_\_\_\_ is too \_\_\_\_\_ to \_\_\_\_\_.

## EXERCISE 2. QUESTIONS

A. Write some questions about the photo story. The examples will help you. Then ask a partner your questions.

1. Did someone knock on the door?
2. Who did Peter call?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

B. Which photo? Look at the example. Write 6 similar sentences about the photo story. Then ask your partner to identify which photo each sentence is about.

1. Peter is looking at a TV for \$799. photo B
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## EXERCISE 4. QUESTION WORDS

A. The photo story contains many questions such as: *Who was it? What did you do? What do you think? How much is this colour TV? etc.* Choose questions from the photo story and match them with the answers below.

1. How much is this colour TV? ? It's \$900.
2. \_\_\_\_\_ ? This one has a better warranty.
3. \_\_\_\_\_ ? It's for one year.
4. \_\_\_\_\_ ? Someone selling kitchen products.
5. \_\_\_\_\_ ? I think we should buy a new one.
6. \_\_\_\_\_ ? I don't know. It doesn't work.
7. \_\_\_\_\_ ? Nothing.
8. \_\_\_\_\_ ? The labour is \$35 an hour.

B. Fill in each blank with one of these question words: *who, what, where, when, why, which, how, how long, how many, what kind of*.

1. Why are you afraid?
2. \_\_\_\_\_ one is better? The cheap TV or the expensive TV?
3. \_\_\_\_\_ ice cream do you like?
4. \_\_\_\_\_ time do you go to work?
5. \_\_\_\_\_ do you live?
6. \_\_\_\_\_ do you live with?
7. \_\_\_\_\_ have you been in Canada?
8. \_\_\_\_\_ do you get to school?
9. \_\_\_\_\_ children do you have?
10. \_\_\_\_\_ will your parents come to Canada?

## ACTIVITIES

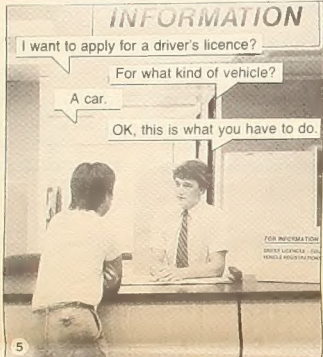
- A. Cut out different ads for TVs from the newspaper. In a group, compare the differences in price, features, warranty, payment plan, service, etc. Decide which TV is the best buy. Then roleplay a conversation between a customer and a salesperson. Use the information in the ads to ask questions and make answers.
- B. The story ends in a mystery: *Why did the TV start again? Should they buy a new TV or keep the old one? Why?* Talk about these things in a group.
- C. In photo #12, Peter asked the salesman some questions. Make up answers to these questions. Then take turns asking and answering the questions with a partner.

# THE NEWCOMERS

Getting a driver's licence



...THE NEXT WEEK



**This is what the clerk said:**

"First, you need the Driver's Handbook. It's free.

Next, study the Handbook. When you know it well, come back here or go to any Driver Examination Office. Bring personal identification and proof of your birth date with you. You have to fill out an application form and pay \$20. Then, you take a vision test and a written test.

When you pass the tests, you get a class "L" licence. This is a learner's licence. It's valid for a year. It allows you to drive, if a licenced driver is with you.

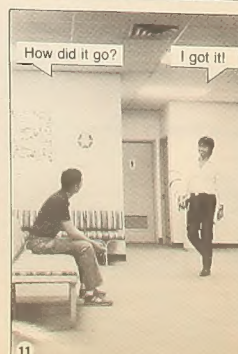
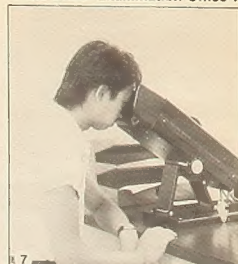
When you feel ready, you take a driving test. Make an appointment at a Driver Examination Office. Bring your class "L" licence with you. You have to pay a \$5 fee. After that, you take the test.

Finally, when you pass the driving test, you get a class "G" licence.

Here's a Driver's Handbook. Good luck!"



Peter passed the vision and the written test. He got a class "L" licence. He practised driving with his brother-in-law, Wing. He also took some lessons with a qualified driving instructor. In two months, he felt ready for the driving test. He made an appointment and drove to the Driver Examination Office with Wing.





## EXERCISE 1. YES OR NO

Write the correct answer in the blank. Or cover the questions with a piece of paper. Listen to your teacher read each question. Then write the answer in the blank.

1. Yes Does Stan want a sports car?
2.        Does Stan have a driver's licence?
3.        Did Peter go to the Driver Examination Office?
4.        Did Peter get the Driver's Handbook?
5.        Did Peter study the handbook at home?
6.        Did Peter take the driving test before the written test?
7.        Did Peter pass the vision test?
8.        Did Peter practise driving with his sister-in-law?
9.        Did Peter make any errors on the driving test?
10.        Did Peter get his class "G" licence?
11.        In photo #1, are Peter and Stan looking at new cars?
12.        In photo #2, is Peter wearing a black shirt?
13.        In photo #3, is the price of the car \$3,799?
14.        In photo #4, is Peter asking for directions?
15.        In photo #5, is the clerk wearing a tie?
16.        In photo #6, is Sun studying the handbook?
17.        In photo #8, is Peter taking the driving test?
18.        In photo #9, is Peter wearing a seatbelt?
19.        In photo #9, is Wing driving the car?
20.        In photo #12, is Peter unhappy?

## EXERCISE 3. DIALOGUES

Write the correct words in the blanks. You can check your answers with the photo story. Then practise the dialogues with a partner.

- A. \* Nice car!  
 o Yeah, I            I had a car.  
 \* What kind            car            you want?  
 o I'm            sure.            a station wagon or a van.  
 What            you?  
 \* I want a sports car, but first I            to get a driver's licence.  
 o Me too. I'm        to get one soon.
- B. \* Excuse           . Where            the Driver Examination Office?  
 o Go            the hall. It's the            room the right.
- C. \* What            doing?  
 o            studying the Driver's Handbook.  
 \* When are you            taking the test?  
 o            a few days.

## EXERCISE 5. FINISH THE SENTENCE

A. Finish these sentences. Use your imagination.

1. Stan wants a sportscar.  
I want a million dollars
2. Peter wants to apply for a driver's licence.  
I want to
3. Peter has to study the Driver's Handbook.  
I have to
4. Peter is going to take the driving test tomorrow.  
I'm going to
5. Peter feels nervous.  
I feel
6. Peter is talking to the driving examiner.  
I'm

## EXERCISE 2. QUESTIONS

A. Write some questions about the photo story. The examples will help you. Then ask a partner the questions.

1. Did Peter get a class "G" licence?
  2. How did Peter Feel before the driving test?
  3.
  4.
  5.
  6.
  7.
- B. Which photo? Look at the examples. Write 6 similar sentences about the photos. Then ask a partner to identify which photo each sentence is about.
1. Peter is talking to Sun. photo 6
  2.
  3.
  4.
  5.
  6.
  7.

## EXERCISE 4. READ AND REORDER

The clerk at the Driver Examination Office gave Peter these instructions. Put them in the correct order. Check your answers with the photo story.

- When you feel ready, you take a driving test.
- When you pass the tests, you get a class "L" licence. This is a learner's licence.
- I   First, you need a Driver's Handbook. It's free.
- Make an appointment at a Driver Examination Office. Bring your class "L" licence with you.
- Next, study the handbook.
- II   Here's a Driver's Handbook. Good luck!
- It's valid for a year. It allows you to drive if a licenced driver is with you.
- When you know it well, come back here or go to any Driver Examination Office. Bring personal identification and proof of your date of birth with you.
- Finally, when you pass the driving test, you get a class "G" licence.
- You have to fill out an application form and pay \$20. Then you take a vision test and a written test.
- You have to pay a \$5 fee. After that, you take the test.

## ACTIVITIES

- A. In your own words, tell a partner what he/she has to do to get a driver's licence. The clerk's instructions to Peter will help you.
- B. Ask a partner these questions:  
 What are you going to do after school?  
 What are you going to do tomorrow?  
 What are you going to do on the weekend?  
 Imagine that you win \$1 million. What are you going to do?
- C. Write the following things, then compare your answers with other students' answers.  
 Write three things you have to do every day.  
 Write three things you are going to do tonight.  
 Write three things you want to have.  
 Write three places you want to visit in the world.  
 Write the names of three famous people you want to meet.

# THE NEWCOMERS

## Going on a trip

Hi!

We are on vacation in Niagara Falls. There is a lot to see here. The Falls are fantastic, and there are a lot of beautiful parks in the area. This morning we ate in a very nice restaurant. This afternoon we are going on a boat trip on the Niagara River. The weather is beautiful. Hope you are well. See you soon

Stan and Anna



The Lee Family

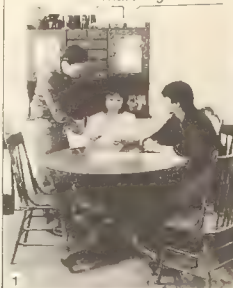
1205 Dundas St. E.

Toronto, Ontario.

M6J 2W5

Niagara Falls sounds nice. Why don't we go there next Saturday?

That's a good idea.



1

Great! And I can drive because I have my licence now.

You don't have much experience. Do you think you should drive?

Sure, don't worry.



2

### FRIDAY EVENING

I hope it doesn't rain tomorrow

Let's listen to the weather report Turn on the radio.



3

It was cloudy and cool across Ontario yesterday. It's much the same today with a chance of rain this evening. The present temperature is 15.

The weather will change overnight, and tomorrow will be sunny and windy with a high of 26



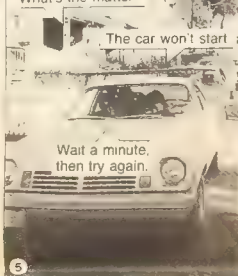
4

### NEXT MORNING

What's the matter?

The car won't start

Wait a minute, then try again.



5

Ahh, there it goes

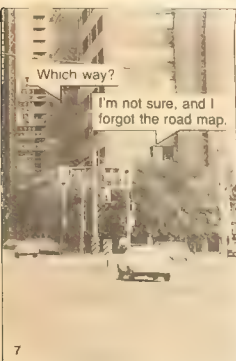


Good, now let's go. It's already 10 o'clock. We were going to leave an hour ago.

6

Which way?

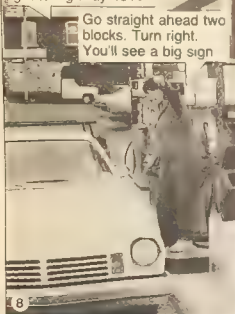
I'm not sure, and I forgot the road map.



7

Excuse me. How do I get to highway 401?

Go straight ahead two blocks. Turn right. You'll see a big sign



8

You're driving too fast Peter



9

Oh, oh, there's a policeman behind me. He wants me to stop.



10

Can I see your driver's licence, ownership and proof of insurance, please?



11

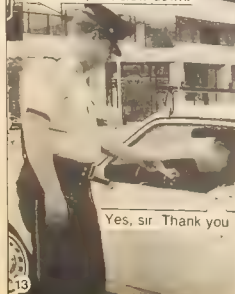
You were going 10 kilometres over the limit. What's the hurry?

Sorry, officer. We're on our way to Niagara Falls, and we're late.



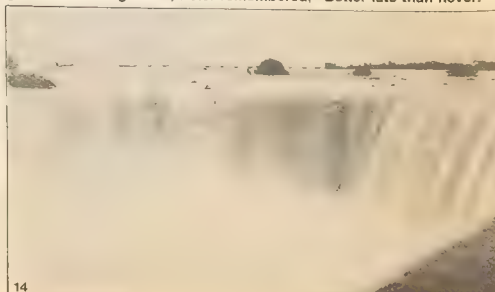
12

Better late than never. I'll let you off with a warning this time, but slow down.



13

Peter was lucky. He didn't get a ticket. He drove very carefully for the rest of the trip. They arrived in Niagara Falls two hours later. They had a great time. Going home, Peter remembered, "Better late than never."



14



**EXERCISE 1. YES OR NO**

Write the correct answer in the blank. Or cover the questions with a piece of paper. Listen to your teacher read each question. Then write the answer in the blank.

1. Yes Did the Lee family get a postcard from Niagara Falls?
2. \_\_\_\_\_ Did Peter and Wing listen to the weather report on TV?
3. \_\_\_\_\_ Did the car start right away?
4. \_\_\_\_\_ Did they remember the road map?
5. \_\_\_\_\_ Did they get directions at a gas station?
6. \_\_\_\_\_ Did Peter drive too slowly?
7. \_\_\_\_\_ Did a police officer stop them?
8. \_\_\_\_\_ Did the police officer ask for Peter's passport?
9. \_\_\_\_\_ Did Peter get a ticket?
10. \_\_\_\_\_ Did they have a nice time in Niagara Falls?
11. \_\_\_\_\_ In photo #1, are they reading a newspaper?
12. \_\_\_\_\_ In photo #3, is Peter sitting beside the telephone?
13. \_\_\_\_\_ In photo #4, is it twenty-five after nine?
14. \_\_\_\_\_ In photo #5, is the car parked on the street?
15. \_\_\_\_\_ In photo #7, are they at an intersection?
16. \_\_\_\_\_ In photo #8, is Peter talking to a gas attendant?
17. \_\_\_\_\_ In photo #10, is Peter looking in the rearview mirror?
18. \_\_\_\_\_ In photo #11, is Peter parked near a stop sign?
19. \_\_\_\_\_ In photo #12, is the police officer wearing a uniform?
20. \_\_\_\_\_ In photo #13, is the police officer giving back the licence?

**EXERCISE 3. DIALOGUES**

Write the correct words in the blanks. You can check your answers with the photo story. Then practise the dialogues with a partner.

- A. ■ Niagara Falls sounds nice. Why \_\_\_\_\_ we go there Saturday?
- That's a good \_\_\_\_\_.
- ★ Great! And I \_\_\_\_\_ drive because I \_\_\_\_\_ my licence now.
- You don't have \_\_\_\_\_ experience. Do you think you \_\_\_\_\_ drive?
- ★ Sure, don't.
- B. ★ Excuse me. \_\_\_\_\_ do I \_\_\_\_\_ to highway 401?
- Go \_\_\_\_\_ ahead. \_\_\_\_\_ right. You'll see a big sign.

**EXERCISE 5. TRICKY WORDS**

Fill in the blanks with the words above the sentences.

- A. *there, they're*
1. They're driving to Niagara Falls.
  2. \_\_\_\_\_ are beautiful parks in Niagara Falls.
  3. Why don't we go \_\_\_\_\_ next Saturday?
  4. \_\_\_\_\_ on vacation in Niagara Falls.
- B. *were, we're*
1. It's already 10 o'clock. \_\_\_\_\_ late.
  2. We \_\_\_\_\_ in Montreal last week.
  3. \_\_\_\_\_ English students.
  4. They \_\_\_\_\_ going to leave an hour ago.
- C. *too, to*
1. The police officer wants me \_\_\_\_\_ stop.
  2. You're driving \_\_\_\_\_ fast.
  3. It's time \_\_\_\_\_ go home.
  4. This TV is \_\_\_\_\_ expensive for me.
- D. *off, of*
1. Turn \_\_\_\_\_ the radio.
  2. There are a lot \_\_\_\_\_ beautiful parks in Niagara Falls.
  3. Do you have proof \_\_\_\_\_ insurance?
  4. I'll let you \_\_\_\_\_ with a warning this time.

**EXERCISE 2 QUESTIONS**

A. Write some questions about the photo story. The examples will help you. Then ask a partner the questions.

1. Does Sun want Peter to drive?
  2. Where did they ask for directions?
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
- B. Which photo? Look at the examples. Write 6 similar sentences about the photos. Then ask a partner to identify which photo each sentence is about.
1. There is a rug on the floor. photo 3
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_

**EXERCISE 4. PAST PRESENT FUTURE**

A. Fill in the blanks with *is, was or will be*.

1. It was cloudy and cool yesterday.
2. It \_\_\_\_\_ sunny tomorrow.
3. The weather \_\_\_\_\_ beautiful today.
4. Last weekend it \_\_\_\_\_ sunny, but it \_\_\_\_\_ very cold.
5. It \_\_\_\_\_ very warm now.
6. It \_\_\_\_\_ very warm tomorrow, too.
7. Peter \_\_\_\_\_ in Hong Kong three years ago.
8. I \_\_\_\_\_ at home last night.
9. My mother \_\_\_\_\_ in Montreal now.
10. She \_\_\_\_\_ here next Saturday.

B. Fill in the blanks with these words: *today, now, this, yesterday, ago, last, tomorrow, next, in*.

1. We are going to Montreal next week.
2. He left two hours \_\_\_\_\_.
3. I think it will rain \_\_\_\_\_.
4. It's cold \_\_\_\_\_ morning.
5. He's going to take the driving test \_\_\_\_\_ a few days.
6. His wife took the test \_\_\_\_\_ week.
7. They ate in a very nice restaurant \_\_\_\_\_.
8. \_\_\_\_\_ is Friday.
9. Peter has a licence \_\_\_\_\_.

**ACTIVITIES**

- A. Use your imagination and write a postcard to a friend. You can write about: (i) a place you have visited; (ii) a place you would like to visit; or (iii) the city you live in. Then read your postcard to a partner.
- B. Write a weather report. In your report, write about yesterday's and today's weather. Also write about how you think tomorrow's weather will be. The weather report in photo #4 will help you.
- C. In your own words, tell the photo story to a partner. For example: *The Lee family got a postcard from Niagara Falls. They decided to go to Niagara Falls, too. Peter wanted to drive, but Sun was worried about that. The night before their trip, they listened...*

## THE NEWCOMERS

### Starting a business

Wing Lee's dream is to start his own restaurant. He has been saving his money since he came to Canada. Recently, he saw an empty restaurant for lease. He called up and asked about it.



The restaurant is in a good location. And the kitchen equipment is in good condition. We have enough money to start the restaurant and to pay the rent for six months. But we need money for our living expenses.

What about a bank loan?  
I can try. I'll call the bank.



Wing: Hello. I'd like to make an appointment with the loans officer.

Bank: I'm sorry, her line is busy. Would you like to hold, or can I take a message?

Wing: Please ask her to call Wing Lee at 987-5611.



15 MINUTES LATER

Bank: Mr. Lee, please

Wing: Speaking

Bank: This is Ann Wilson from the bank.

Wing: Thanks for calling. I'd like to come in and talk to you about a loan.

Bank: How about tomorrow afternoon at 3?

Wing: That's fine

Bank: OK. I'll see you tomorrow.

...NEXT DAY

Hello, I'm Wing Lee. I have an appointment at 3 o'clock.

Come in, Mr. Lee.



What can I do for you?

I want to borrow some money to start a restaurant.



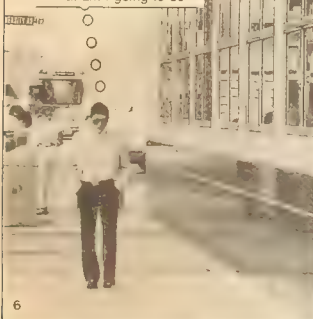
Some questions the loans officer asked.

- 1 How much money do you need?
- 2 When can you pay it back?
- 3 Who is your present employer?
- 4 How long have you worked there?
- 5 What is your present salary?
- 6 Do you have any other income?
- 7 How much money do you have in your bank account?
- 8 Do you own a car or a house?
- 9 Do you have any credit cards?
- 10 Do you have any debts?

I'm sorry. I can't give you the loan because you don't have enough security. If a friend guarantees the loan, then I can lend you the money. But your friend has to have enough security.



What am I going to do?



...LATER THAT EVENING

How much more do you need?

About \$4 000



Well, I have that much in my savings account.

But you need that money. You want to go to university.

I can wait. I also want to help you.



But it's a big risk. We might lose everything.



If that happens, we can start again. We are a family, and I want to help.



The next day, Wing talked to a lawyer. A few days later, he signed a lease for the restaurant. After that, he got a vendor's permit and a licence. He also got advice from an accountant about taxes and how to keep track of the finances. He bought dishes and other things from a restaurant supplier. The family cleaned and decorated the restaurant. In a month, the restaurant was ready to open. The day before the opening, they invited their friends for dinner.

Tomorrow is the big day. Here's to success in your business!





**EXERCISE 1. YES OR NO**

Write the correct answer in the blank. Or cover the questions with a piece of paper. Listen to your teacher read each question. Then write the answer in the blank.

1. No Did Wing see a restaurant for sale?
2. \_\_\_\_\_ Was the restaurant in a good location?
3. \_\_\_\_\_ Did Wing have enough money to start a restaurant?
4. \_\_\_\_\_ Did he have enough money for living expenses?
5. \_\_\_\_\_ Did he make an appointment with a loans officer?
6. \_\_\_\_\_ Did the loans officer lend Wing some money?
7. \_\_\_\_\_ Did Wing need about \$14,000?
8. \_\_\_\_\_ Did Peter lend Wing some money?
9. \_\_\_\_\_ Did Wing talk to a lawyer and an accountant?
10. \_\_\_\_\_ Did his friends wish him good luck?
11. \_\_\_\_\_ In photo #1, is Wing looking in the window?
12. \_\_\_\_\_ In photo #2, is Wing helping Sun wash the dishes?
13. \_\_\_\_\_ In photo #3, is Wing wearing a jacket and tie?
14. \_\_\_\_\_ In photo #4, are there a lot of things on the desk?
15. \_\_\_\_\_ In photo #5, is Wing sitting beside the loans officer?
16. \_\_\_\_\_ In photo #6, is Wing outside?
17. \_\_\_\_\_ In photo #7, are they sitting in the livingroom?
18. \_\_\_\_\_ In photo #8, does Peter have a cup in his hands?
19. \_\_\_\_\_ In photo #9, does Sun look worried?
20. \_\_\_\_\_ In photo #11, are they having a good time?

**EXERCISE 3. DIALOGUES**

Write the correct words in the blanks. You can check your answers with the photo story. Then practise the dialogues with a partner.

- A.** \* Hello, I'd \_\_\_\_\_ to make an appointment  
the loans officer.  
— o I'm sorry. Her line is \_\_\_\_\_. Would you like to  
\_\_\_\_\_ or can I take a \_\_\_\_\_?  
\* Please \_\_\_\_\_ her to \_\_\_\_\_ Wing Lee at 987-5611.
- B.** \* Hello, \_\_\_\_\_ Wing Lee. I have an \_\_\_\_\_ at  
three o'clock.  
o Come \_\_\_\_\_, Mr. Lee. What \_\_\_\_\_ I do for  
\_\_\_\_\_?  
\* I want \_\_\_\_\_ some money  
start a restaurant.

**EXERCISE 5. ANSWER/QUESTION**

**A.** The loans officer asked Wing some questions. Match these answers to the questions in the box after photo #4.

- (a) B I have a car, but I don't have a house.
- (b) \_\_\_\_\_ In about six months.
- (c) \_\_\_\_\_ Yes, I have Visa and Mastercard.
- (d) \_\_\_\_\_ There's \$6,000 in my savings account.
- (e) \_\_\_\_\_ About \$4,000.
- (f) \_\_\_\_\_ I make \$400 a week.
- (g) \_\_\_\_\_ For two years.
- (h) \_\_\_\_\_ No, I don't have any other income.
- (i) \_\_\_\_\_ No, I don't owe any money.
- (j) \_\_\_\_\_ The Lucky Garden restaurant.

**B.** Make up questions for these answers. Use your imagination.

1. Do you have a lot of money ? No, I don't.
2. \_\_\_\_\_ ? Yes, I am.
3. \_\_\_\_\_ ? No, I can't.
4. \_\_\_\_\_ ? Yes, I did.
5. \_\_\_\_\_ ? No, I wasn't.
6. \_\_\_\_\_ ? Yes, I do.

**EXERCISE 2. QUESTIONS**

**A.** Write some questions about the photo story. The examples will help you. Then ask a partner the questions.

1. Did Wing go to the bank? \_\_\_\_\_
  2. What did Wing buy from a restaurant supplier? \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
- B.** Which photo? Look at the examples. Write 6 similar sentences about the photos. Then ask a partner to identify which photo each sentence is about.
1. Wing is walking into an office photo 3
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_

**EXERCISE 4. CAN CAN'T**

**A.** Fill in the blanks with *can* or *can't*.

1. Wing doesn't have enough security. He can't get a loan.
2. If we lose our money, we \_\_\_\_\_ start again.
3. I have a lot of money. I \_\_\_\_\_ lend you \$100.
4. She doesn't have a licence. She \_\_\_\_\_ drive a car.
5. They \_\_\_\_\_ buy a house. They don't have any money.
6. He \_\_\_\_\_ work because he's sick.
7. I have a lot of time. I \_\_\_\_\_ wait for you.
8. They \_\_\_\_\_ come to the party because they have to work.
9. She studied English for five years. She \_\_\_\_\_ speak it well.
10. Sorry, I \_\_\_\_\_ help you. I'm too busy.
11. What \_\_\_\_\_ I do for you?
12. My children \_\_\_\_\_ go out alone. They're too young.

**B.** Look at the examples. Write three similar sentences. Then tell a partner some things you can and can't do.

*I can drive a car, but I can't drive a truck.  
I can cook well, but I can't swim.  
I can play a guitar, but I can't play a piano.*

**ACTIVITIES**

- A.** Wing Lee's dream is to start his own restaurant. What's your dream? Talk about this in a group. Each student can talk about his/her dream.
- B.** In a group, talk about an imaginary restaurant you would like to open. Talk about the restaurant's name, location, or anything else you can think of. Make a list of the things you would need for this restaurant, for example: a vendor's permit, plates, a stove, chairs, menus, etc.
- C.** The loans officer asked Wing some questions. Use these questions to interview a partner. Your partner can use the answers in Exercise 5, or make up his/her own answers.
- D.** Wing called the bank to make an appointment with the loans officer. With a partner create a similar dialogue to make an appointment with a doctor, a dentist or for a job interview. Then practise the dialogue with your partner.

## REVIEW

**EXERCISE 1. SHORT STORIES** Read these short summaries of the photo stories, and write a correct word in each blank.**Story 1: Adapting to a new life**

Wing Lee \_\_\_\_\_ 15 \_\_\_\_\_ a cook in a restaurant. He works nights. Wing's wife, Sun, is \_\_\_\_\_ home all day with their son, David. Sun \_\_\_\_\_ lonely. She misses \_\_\_\_\_ family.

Peter Chong is Sun's younger \_\_\_\_\_. He \_\_\_\_\_ in a restaurant, too. At night, he \_\_\_\_\_ English.

On his way to English class, Peter accidentally bumped into a man \_\_\_\_\_ the subway. The man got \_\_\_\_\_ angry. Peter felt sad about this. He wanted \_\_\_\_\_ make friends.

At the English class, Peter talked \_\_\_\_\_ Stan. During the coffee break, Stan invited Peter \_\_\_\_\_ his family to a picnic.

At the picnic, Sun met Stan's \_\_\_\_\_, Anna. Anna liked Sun's \_\_\_\_\_. She asked Sun for the \_\_\_\_\_. Sun was happy.

**Story 3: Shopping for a TV**

The Lee family was \_\_\_\_\_ home. Wing turned on the \_\_\_\_\_. But it \_\_\_\_\_ work. Peter looked in the \_\_\_\_\_ pages.

Then he called a TV \_\_\_\_\_ shop. He asked some \_\_\_\_\_

The family talked about what to do. They said the TV was old \_\_\_\_\_ repair. They said they should \_\_\_\_\_ a new one.

The \_\_\_\_\_ day, Peter went to a TV store. He looked at some new \_\_\_\_\_ TVs. The salesperson \_\_\_\_\_ very helpful.

Later, Peter went home. He wanted \_\_\_\_\_ tell Sun about the new TVs. But he was very surprised. The old TV \_\_\_\_\_ working!

**Story 5: Going on a trip**

The Lee family got a postcard \_\_\_\_\_ Niagara Falls. The postcard \_\_\_\_\_ from their friends, Stan and Anna. The Lee's decided to \_\_\_\_\_ on a trip to Niagara Falls, too.

The night before the trip, they listened to the weather report \_\_\_\_\_ the radio. The report said it was going \_\_\_\_\_ be sunny and warm.

The next morning, the car didn't \_\_\_\_\_ right away. Finally it \_\_\_\_\_, but they were already \_\_\_\_\_. They also forgot the road \_\_\_\_\_. They asked for directions \_\_\_\_\_ a gas station.

Peter was in a hurry, and he drove too \_\_\_\_\_. A police officer stopped him. He asked for Peter's \_\_\_\_\_, ownership and proof of \_\_\_\_\_. The police officer let Peter off with a \_\_\_\_\_.

After that, Peter \_\_\_\_\_ carefully. They had a great time in Niagara Falls, but Peter remembered, "Better late than \_\_\_\_\_."

**Story 2: Enrolling in preschool**

Sun wanted \_\_\_\_\_ study English. Her friend Anna \_\_\_\_\_ her about English classes that \_\_\_\_\_ a preschool program. Sun went \_\_\_\_\_ the preschool. She talked to the supervisor. The supervisor \_\_\_\_\_ Sun some questions about David. She gave Sun a medical \_\_\_\_\_. She also showed Sun \_\_\_\_\_ the children. The preschool had many activities \_\_\_\_\_ the children.

The supervisor called Sun four weeks \_\_\_\_\_. Sun \_\_\_\_\_ start English classes right away. She stayed \_\_\_\_\_ the preschool \_\_\_\_\_ David for a few days. Then she \_\_\_\_\_ the English class. She learned a \_\_\_\_\_ on the first day.

**Story 4: Getting a driver's licence**

Peter and Stan looked at some \_\_\_\_\_ cars. Stan wanted a \_\_\_\_\_. Peter wanted a station wagon \_\_\_\_\_ a van.

The \_\_\_\_\_ week, Peter went to a Driver's Office. He wanted to \_\_\_\_\_ for a licence. The clerk explained what Peter had to do. He also \_\_\_\_\_ Peter a Driver's Handbook.

Peter \_\_\_\_\_ the handbook. Then, he took the \_\_\_\_\_ test and the written test. He passed and got a class \_\_\_\_\_ licence.

Peter practised \_\_\_\_\_ with Wing. He also took some \_\_\_\_\_ with a qualified driving instructor. When he was ready, he made an \_\_\_\_\_. He was very \_\_\_\_\_ before the test.

Peter \_\_\_\_\_ some minor errors on the test, but in general, his driving \_\_\_\_\_ good. He \_\_\_\_\_ the test.

**Story 6: Starting a business**

Wing Lee wanted to start his \_\_\_\_\_ restaurant. He saw an empty restaurant for \_\_\_\_\_. It was in a good \_\_\_\_\_. But Wing didn't have \_\_\_\_\_ money. He needed a bank \_\_\_\_\_.

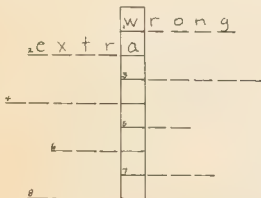
He \_\_\_\_\_ an appointment with the loans officer at the bank. The loans officer asked him many questions \_\_\_\_\_ his finances. Wing \_\_\_\_\_ get the loan. He didn't have enough \_\_\_\_\_.

That evening, Peter offered to \_\_\_\_\_ Wing the money. Sun \_\_\_\_\_ worried, but Peter \_\_\_\_\_ to help his family.

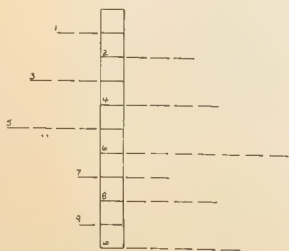
Wing got a vendor's \_\_\_\_\_ and a licence. The family worked very hard, and soon the restaurant was \_\_\_\_\_ to open. The day before the opening, they celebrated with their \_\_\_\_\_.

**EXERCISE 2. WORD GAMES****A. Find the mystery word. Write the answers to the clues in the blanks.**

- What's \_\_\_\_\_?
- more \_\_\_\_\_
- fix \_\_\_\_\_
- good, \_\_\_\_\_, best \_\_\_\_\_
- present tense of 'were' \_\_\_\_\_
- in a short time \_\_\_\_\_
- exam \_\_\_\_\_
- not full \_\_\_\_\_

**B.**

- past tense of 'is' \_\_\_\_\_
- not new \_\_\_\_\_
- opposite of 'go' \_\_\_\_\_
- mistake \_\_\_\_\_
- "Better late than \_\_\_\_\_"
- holiday \_\_\_\_\_
- present \_\_\_\_\_
- begin \_\_\_\_\_
- present tense of 'went' \_\_\_\_\_
- Listen to the weather \_\_\_\_\_

**C. Find the answers to the clues. The answers are in the box of letters.**

- Go straight \_\_\_\_\_
- instructor \_\_\_\_\_
- opposite of different \_\_\_\_\_
- Let's take a coffee \_\_\_\_\_
- past tense of 'drive' \_\_\_\_\_
- allow \_\_\_\_\_
- how did \_\_\_\_\_ go?
- Opposite of everything \_\_\_\_\_
- \_\_\_\_\_ on the TV.
- opposite of 'pull' \_\_\_\_\_
- She \_\_\_\_\_ English.

B	N	O	T	H	I	N	G
S	A	M	E	G	T	S	Z
B	R	E	A	K	U	T	E
D	X	I	C	H	V	U	F
R	O	A	H	E	A	D	Y
O	D	P	E	R	M	I	T
V	T	U	R	N	N	E	C
E	Q	U	L	P	U	S	H

**D.**

- not difficult \_\_\_\_\_
- perhaps \_\_\_\_\_
- opposite of 'buy' \_\_\_\_\_
- in the past \_\_\_\_\_
- no cost \_\_\_\_\_
- Take it easy. \_\_\_\_\_
- It's \_\_\_\_\_ to go
- not expensive \_\_\_\_\_
- She gave Sun a \_\_\_\_\_ form.
- to not remember \_\_\_\_\_
- I'll be there \_\_\_\_\_ week.

O	M	T	I	M	E	A	H
M	A	Y	B	E	A	S	Y
F	G	W	D	D	G	A	E
O	H	F	I	Z	R	K	
R	N	A	R	C	H	E	N
G	C	H	E	A	P	L	O
E	F	S	E	L	L	A	H
T	I	R	H	N	E	X	T



# REVIEW

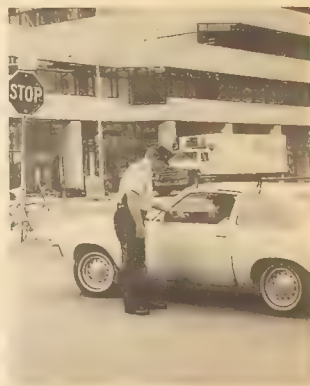
**EXERCISE 3. WRITE ABOUT THE PHOTOS** Write a short story or dialogue about each of these photos. Use your imagination.



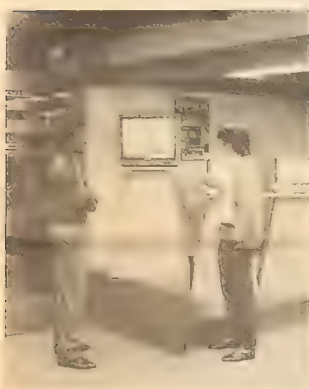
1.



2.



3.



4.



5.



6.

**EXERCISE 4. QUESTIONS AND ANSWERS**

Match each of these questions with an answer.

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. What's your family name?        | — Three and a half.           |
| 2. How are you doing?              | — \$799.                      |
| 3. Who was it?                     | — Maybe a sportscar.          |
| 4. What's your date of birth?      | — I want to borrow \$900.     |
| 5. How old is he?                  | — So-so. How about you?       |
| 6. What time will you be back?     | — The TV doesn't work.        |
| 7. How long have you worked there? | — <u>/</u> Davis.             |
| 8. How much is this TV?            | — I think we should buy it.   |
| 9. What's wrong?                   | — A guy selling something.    |
| 10. What do you think?             | — Late. About 11:30.          |
| 11. What did you do?               | — To Niagara Falls.           |
| 12. What are you doing?            | — Go straight ahead 2 blocks. |
| 13. Where are you going?           | — I studied English.          |
| 14. How do I get to highway 401?   | — I'm studying for the test.  |
| 15. What kind of car do you want?  | — This one is cheaper.        |
| 16. What can I do for you?         | — July 16, 1958.              |
| 17. What's the difference?         | — About two years.            |
| 18. Was this exercise easy?        | — No, it wasn't.              |

**EXERCISE 5. DISAGREE**

Disagree with these sentences. The examples will help you.

- |   |                                  |
|---|----------------------------------|
| 1. You're late.                           | <u>I'm not late.</u>             |
| 2. Your husband wants a coffee.           | <u>He doesn't want a coffee.</u> |
| 3. Your children were tired.              | <u>They weren't tired.</u>       |
| 4. You're a bad driver.                   | _____                            |
| 5. You have a lot of money.               | _____                            |
| 6. You can do it.                         | _____                            |
| 7. You were sick yesterday.               | _____                            |
| 8. You went to Toronto last Sunday.       | _____                            |
| 9. Your children are in the park.         | _____                            |
| 10. Your sister is married.               | _____                            |
| 11. Your wife likes Canadian food.        | _____                            |
| 12. Your parents speak English.           | _____                            |
| 13. Your husband can lend me \$500.       | _____                            |
| 14. Your friends can come to the party.   | _____                            |
| 15. Your son was at school yesterday.     | _____                            |
| 16. Your friends were at home last night. | _____                            |
| 17. Your brother passed the driving test. | _____                            |
| 18. Your parents left an hour ago.        | _____                            |

## REVIEW

## EXERCISE 6. QUESTIONS ABOUT YOU

Answer these questions. Write your answers on a piece of paper or tell them to a partner.

1. Anna likes to eat cake. What do you like to eat?
2. Peter likes to drink coffee. What do you like to drink?
3. Peter studies English at night. When do you study English?
4. Sun talks to Anna on the phone. Who do you talk to on the phone?
5. Sun thinks about her family in Hong Kong? Who do you think about?
6. Wing's dream was to open a restaurant. What's your dream?
7. Sun felt homesick when she was at home alone. When do you feel homesick?
8. The man on the subway felt angry when Peter bumped into him. When do you feel angry?
9. Sun felt good when Anna liked her cake. When do you feel good?
10. Peter felt nervous before the driving test. When do you feel nervous?
11. Peter felt proud when he got his licence. When do you feel proud?
12. Peter felt excited about going on a trip. When do you feel excited?
13. Wing felt disappointed when he didn't get a loan from the bank. When do you feel disappointed?
14. Sun felt worried when the family used all their money to start the restaurant. When do you feel worried?
15. The Lee family celebrated with their friends before they started the restaurant. When do you celebrate?
16. The Lee family got a postcard from Niagara Falls. Where do you get mail from?
17. A police officer stopped Peter when he was driving too fast. When has a police officer stopped you?
18. The Lee family was in Niagara Falls. Where have you been in Ontario?

## EXERCISE 8. REORDER THE SENTENCES

Put these sentences in the correct order.

1. some money I to borrow want.  
*I want to borrow some money.*
2. you what going do to are?
3. I you want help to.
4. buy what car kind of you do want to?
5. doesn't want he to leave?
6. son her to enroll in Sun wants the preschool.
7. English I to study have.
8. I you have to questions some ask.
9. money more has to he have.
10. I'd to make with an appointment the doctor like.
11. go on you would to a picnic like?
12. going to I'm apply for licence a driver's.
13. the test when you going are to take?
14. was difficult this exercise very?

## EXERCISE 7. PAST TENSE

Put the correct past tense form of these verbs in the blanks. Some verbs may be used more than once. Correct your answers with the photo stories.

arrive	call	decorate	get	make	remember	take
ask	clean	drive	have	pass	see	talk
buy	come	feel	invite	practise	sign	

- A. Peter \_\_\_\_\_ the vision and the written test. He \_\_\_\_\_ a class "L" licence. He \_\_\_\_\_ driving with his brother-in-law, Wing. He also \_\_\_\_\_ some lessons with a qualified driving instructor. In two months, he \_\_\_\_\_ ready for the driving test. He \_\_\_\_\_ an appointment and \_\_\_\_\_ to the Driver Examination Office with Wing. (Answers: Photo story #4, page 7.)
- B. Peter was lucky. He didn't \_\_\_\_\_ a ticket. He \_\_\_\_\_ very carefully for the rest of the trip. They \_\_\_\_\_ in Niagara Falls two hours later. They \_\_\_\_\_ a great time. Going home, Peter \_\_\_\_\_, "Better late than never." (Answers: Photo story #5)
- C. Wing Lee's dream is to start his own restaurant. He has been saving his money since he \_\_\_\_\_ to Canada. Recently, he \_\_\_\_\_ an empty restaurant for lease. He \_\_\_\_\_ up and \_\_\_\_\_ about it. (Answers: Photo story #6, page 11.)
- D. The next day, Wing \_\_\_\_\_ to a lawyer. A few days later, he \_\_\_\_\_ a lease for the restaurant. After that, he \_\_\_\_\_ a vendor's permit and a licence. He also \_\_\_\_\_ advice from an accountant about taxes and how to keep track of the finances. He \_\_\_\_\_ dishes and other things from a restaurant supplier. The family \_\_\_\_\_ and \_\_\_\_\_ the restaurant. In a month, the restaurant was ready to open. The day before the opening, they \_\_\_\_\_ their friends for dinner. (Answers: Photo story #6, page 11.)

## EXERCISE 9. FINISH THE SENTENCE

Finish the sentences. Use your imagination.

1. It's time to go home.  
It's time to *have a coffee break.*
2. It isn't easy to make friends here.  
It isn't easy to \_\_\_\_\_
3. Can you lend me some money?  
Can you \_\_\_\_\_
4. I'm sorry. I can't help you.  
I'm sorry. I can't \_\_\_\_\_
5. You should buy a new colour TV.  
You should \_\_\_\_\_
6. Do you think you should drive?  
Do you think you should \_\_\_\_\_
7. Would you give me the recipe?  
Would you \_\_\_\_\_
8. You have to fill out this form.  
You have to \_\_\_\_\_
9. I hope it doesn't rain tomorrow.  
I hope \_\_\_\_\_
10. Why don't we go on a trip to Niagara Falls?  
Why don't we \_\_\_\_\_
11. How do I get to highway 401?  
How do I get \_\_\_\_\_
12. I have enough money to start a restaurant.  
I have enough money to \_\_\_\_\_
13. Please ask her to call me at 10 o'clock.  
Please ask \_\_\_\_\_
14. How was your English class yesterday?  
How was \_\_\_\_\_



# Adjusting to life in a new country

Adjusting to life in a new country is difficult. Most people have to learn a new language. They have to find a job and a place to live. They also have to learn how to survive in a new and very different environment.

During this time of adjustment, many people feel depressed, lonely and homesick. They feel anxious because they don't know the customs and how things work. Some people have trouble sleeping. Some suffer from indigestion, headaches or other pains. Sometimes, there are problems between husbands and wives, or between parents and children. These adjustment problems are called culture shock.

There are no easy solutions to culture shock. It takes time to adjust. Most immigrants say that the adjustment was very difficult at first.

But after a few years they felt very happy here.

## Information and assistance

There are several ways newcomers can get information and assistance.

Immigrant aid agencies offer services to newcomers throughout Ontario. These services include information, counselling, referral to other agencies, interpreter and translation services, legal assistance, English classes and other services.

Immigrant aid agencies are listed in the white pages of the telephone book under the name of a particular group, e.g., *Chinese, Spanish, Vietnamese, etc.* Or they are listed under the name of your municipality, e.g., *Hamilton, Thunder Bay, Ottawa, etc.*

Many cities and towns in Ontario also have a Community Information Centre. The centres provide information about education, health services, housing, legal problems and many other things. Their services are free and confidential. Some centres can give assistance in other languages.

Community Information Centres are listed in the white pages of the telephone book under community information or under the name of the city or town.

There are also legal clinics throughout Ontario. They can help people on low incomes who have legal problems. They are listed in the white pages of the telephone book under *Legal Aid Clinics*.

In Metropolitan Toronto or Hamilton, newcomers can also get



assistance from the Ontario Welcome Houses. Their telephone numbers are: Toronto, 965-3021; North York, 633-7180; Scarborough, 965-9902; Mississauga, 848-4680; Hamilton, 521-7569.

# The school system in Ontario

Our taxes pay for two school systems: the public schools and the Roman Catholic separate schools. The schools are operated by Boards of Education (also called school boards). The members of the school boards are called trustees. Trustees are elected at the time of a municipal election.

By law, all children between the ages of six and sixteen must attend school. Most children also attend kindergarten at age four or five.

## Registering your child in school

To register your child in school, go to your local school. Take with you:

- your child's birth certificate or passport
- some proof of your child's immigration status
- your child's immunization documents. (These are very important. Your child cannot attend school until he/she is properly immunized. If you don't have documents, or if more

immunization is necessary, the public health unit will immunize your child.)

If you are Roman Catholic and want your children to attend a separate school, contact the Separate School Board for information. Look in the white pages of the telephone book under *Board of Education, or Separate School Board*, or under the name of the school board in your area.

## Elementary school

Elementary school has eight grades. Some schools also have kindergartens and junior kindergartens.

The school year begins in the first week of September and ends in the last week of June.

Many schools have special programs for children to learn English. They may also have heritage language programs outside of normal school hours. In these programs, children can study their native language or other languages of their choice.

There are other special programs such as French immersion or programs for exceptional children. Contact your local school board for more information.

As a parent, you have the right to participate in planning your child's education. It's your right to know how the school is helping your child. If you want to know about your child's education, arrange a meeting with the teacher or school principal. If you have difficulty with English, take someone with you to interpret. The school will also try to provide an interpreter if you ask for one.

An important time for parents to be involved is when a child is in grade eight. Here, students learn about program choices in secondary school. It is important to understand what these choices mean to your child's future.

## Secondary education

Secondary schools offer a wide variety of courses to prepare students for employment or post-secondary education (college, university).



Students under the age of 18 cannot select courses without their parents' approval. Parents should carefully plan the secondary program with their children. Some programs may limit students' opportunities for future employment or for post-secondary education. Parents can get information from the school counsellor or principal.

# Consumer information

There are several ways to buy inexpensive clothing, furniture and other items:

- Many stores have sales (reduced prices) throughout the year. You will see advertisements (ads) for these sales in the newspapers.
- Usually, you can buy used items at stores operated by organizations such as the Salvation Army, St. Vincent de Paul Society and Goodwill Services. The addresses and phone numbers of these organizations are listed in the white pages of the telephone book.
- Check the ads in the Classified section of the newspaper. Ads for used furniture, appliances and many other items are listed under *Merchandise*.
- You can buy many used items in garage or yard sales. Signs on street corners or in front of houses give the

locations of garage sales. You can also find the locations in the classified ads of the newspaper. Look in the Merchandise section under *Garage Sales*.

## Consumer Protection

When you buy a product or service, you are often asked to sign a contract. Before you sign any contract, make sure you understand all the terms. Once you have signed a contract, it becomes a legal document which cannot be cancelled without the seller's consent.

You can only cancel a contract if it was signed in your home. To do this, you must send a letter to the company by registered mail. The letter must be postmarked within two days of receiving your copy of the contract. You cannot cancel a contract by telephone.

The Ontario Ministry of Consumer and Commercial Relations has eight Consumer Service Bureaus throughout Ontario. They advise consumers of their rights and responsibilities. For assistance and advice, call the nearest Bureau. Their numbers and locations are:

Hamilton (416) 521-7554  
London (519) 679-7150  
Ottawa (613) 725-3679  
Peterborough (705) 743-8728  
Sudbury (705) 657-4378  
Thunder Bay (807) 475-1641  
Toronto (416) 963-0321  
Windsor (519) 254-6413

The Consumer Information Centre of the Ministry of Consumer and Commercial Relations has a variety of free pamphlets with information on topics such as credit, refunds and exchanges, insurance, buying a car and buying a house.



You can get any of these pamphlets by calling the Consumer Information Centre in Toronto at (416) 963-1111. For outside Toronto, the toll-free number is 1-800-268-1142 (in area code 807, call collect to (416) 963-1111).

## Driving in Ontario

In Ontario, the minimum age for a driver is 16.

You need a general driver's licence (class "G") to drive most vehicles. But you need special licences to drive a motorcycle, large truck or a bus. For more information about licences, contact any Driver Examination centre. They are listed in the blue pages of the telephone book under *Government of Ontario, Transportation and Communications*.

### The demerit point system

There is a demerit system for driving offences. Drivers receive a certain number of demerit points for each offence. For example, you get two demerit points for making an improper turn, or up to seven points for leaving the scene of an accident. All driving offences are recorded. Demerit points stay on your record for two years. The *Driver's Handbook* (available at Driver Examination centres) lists the offences that cost points.

If you accumulate six demerit points, you will receive a warning letter from the Ministry of Transportation and Communications. If you accumulate nine points, you must go to an interview to give reasons why your licence should not be suspended. If you accumulate 15 points, your driver's licence will be suspended for 30 days. When your licence is returned, the demerit points on your record will be reduced to seven. If you accumulate 15 points a second time, your licence will be suspended for six months.

All new drivers are classified as probationary drivers. If a probationary driver accumulates six demerit points, his/her licence will be suspended for 30 days. Probationary drivers must have two years without any suspensions before they can become regular (non-probationary) drivers. Probationary drivers are not permitted to drive a school bus or to have a driving instructor's permit.

### Insurance

Insurance for motor vehicles (cars, trucks, motorcycles, etc.) is required by law. The penalty for driving without insurance is a fine, suspension of your driver's licence and/or impounding of your vehicle for up to three months.

### Accidents

If you are directly or indirectly involved in an accident, you must stay at the place of the accident. It is a serious offence to leave without offering assistance. If asked by a police officer or anyone directly involved in the accident, you must give:

- your name and address
- name and address of the registered owner of the vehicle
- the vehicle plate and permit number
- the name of the insurance company, agent and policy number.

If there is not too much damage, move the vehicles as soon as possible



to allow traffic to pass. If damage is estimated to be more than \$700, or someone is injured, call the police. If the damage is less than this, you do not have to call the police. But be sure to get the above information from the other driver. Also, write down details of the accident such as the date, time, place and cause. If someone is injured, you should not move the person. Wait for the police or ambulance to arrive.

## The Police in Ontario

In Ontario, each level of government operates a police force.

The federal government has the Royal Canadian Mounted Police (RCMP). They enforce certain federal laws.

The provincial government has the Ontario Provincial Police (OPP). They are responsible for policing all major highways and those parts of the province where there is no local police force.

Municipalities (cities, towns, regions) have their own police forces.

Most municipal police forces and the Ontario Provincial Police have special crime prevention and education programs for their communities. The Metropolitan Toronto Police have an Ethnic Relations Unit whose officers speak

18 languages. Their responsibility is to resolve incidents of racism and discrimination and to assist newcomers who are having problems.

### Arrests

Police officers in Ontario have a high standard of training and supervision. The Police Act of Ontario requires them to perform their duties in a professional manner.

When police officers arrest someone, they must identify themselves, and tell the person that he or she is being arrested. They must also bring the arrested person (accused) before a justice of the peace within 24 hours. The accused may be released before the trial if he or she can guarantee to be at the trial.

### Complaints

If you believe you have been treated unfairly by the police, you have the right to make a complaint. You will not be penalized for this.

If you live outside Metropolitan Toronto, you can complain to the police chief, or an elected representative such as your Member of Parliament (MPP). You can also contact the Ontario Police Commission, 25 Grosvenor Street, Toronto, Ontario, M4A 2G9, Telephone (416) 965-6071.

In Metropolitan Toronto, you can complain to the police chief through a special branch of the police force called the Public Complaints Investigation Bureau. The Bureau is at 3080 Yonge St., Toronto, Telephone: 967-2367.

You can also make a complaint to



the Office of the Public Complaints Commissioner. This is a civilian agency. It is not connected with the police. It has the power, by law, to investigate and settle complaints against the Metro Toronto police. The office is at 157 Bloor Street West, Toronto, Tel: 963-1141.

## Some Information about Employment

If you are looking for a job, here are some suggestions to help you:

- Go to your local Canada Employment Centre. The counsellors at the centres can help you. To find the nearest centre, look under *Government of Canada, Employment and Immigration* in the blue pages of the telephone book.

The first time you go, you will have to write your education and work experience on a form. You also need a Social Insurance Number (SIN). If you don't have a SIN, the counsellor will help you apply for one.

There are job boards at the Employment Centres. The cards on the boards list available jobs. If you see a job that you are qualified for, write down the number of the card. Give the number to the counsellor.

The counsellor will give you more information about the job and how to apply.

- Look in the *Help Wanted* section of newspapers for job advertisements.
- Look for "Help Wanted" signs in store and restaurant windows. Some companies in commercial and industrial areas also put up signs if they need workers.
- To find out about job opportunities with the Ontario government, contact the Staffing Services Branch of the Human Resources Secretariat. They post available jobs, and they give advice on how to look for a job with the Ontario Government. The address is: Human Resources Secretariat Staffing Services Branch 1st floor, Frost Building South

7 Queen's Park Crescent, East Toronto, Ontario M7A 1Z5

### Starting a job

When you are offered a job, there is some basic information you should know. Here are some questions to ask:

- Is this job permanent or temporary? Is there a probationary period?
- Who do I report to?
- What are the hours? Will they change? Will I be given advance notice if they change?
- What is the wage or salary? When is payday? What deductions will be made on the pay cheque?
- Who do I call if I'm sick? Do I need a note from my doctor? Do I get sick benefits?

- What benefits will be paid? Do these take effect immediately or after a period of employment?

### Starting a small business

The Ontario Ministry of Industry, Trade and Technology will help residents of Ontario who want to start a new business. They provide information, advice and other services. They also have a free book called *Starting a Small Business in Ontario*. For information, call their toll-free number or write to:

Small Business Advice and Counsel Section  
Ministry of Industry Trade and Technology  
Toronto, Ontario M7A 2E1

Toll-free number: 1-800-387-6142



# ANSWER KEY

## PHOTO STORY 1: Adapting to a new life

### EXERCISE 1.

1. No
2. Yes
3. No
4. No
5. No
6. Yes
7. Yes
8. No
9. Yes
10. Yes
11. Yes
12. Yes
13. No
14. Yes
15. No
16. Yes
17. No
18. Yes
19. Yes
20. Yes

### EXERCISE 4.

- A.**
- There are
  - There is
  - There is
  - There are
  - There are
  - There are
  - There are
  - There is
  - There are

### B.

- He isn't...
- He isn't studying...
- They aren't...
- He/She isn't...
- It isn't...
- They aren't drinking...
- It isn't...
- We aren't...

## PHOTO STORY 3: Shopping for a TV

### EXERCISE 1.

- Yes
- Yes
- No
- No
- Yes
- No
- Yes
- Yes
- Yes
- Yes
- Yes
- No
- No
- No
- No
- No
- No
- No
- No

### EXERCISE 4.

- A.**
- How much is this colour TV?
  - What's the difference?
  - How long is the warranty?
  - Who was it?
  - What do you think?
  - What's wrong?
  - What did you do?
  - How much is the labour?
- B.**
- Why
  - Which
  - What kind of
  - What
  - Where
  - Who
  - How long
  - How
  - How many
  - When

## PHOTO STORY 5: Going on a trip

### EXERCISE 1.

- Yes
- No
- No
- No
- Yes
- No
- Yes
- No
- Yes
- Yes
- No
- Yes
- No
- No
- No
- No
- No
- No
- No

### EXERCISE 4

- A.**
- will be
  - is
  - was, was
  - is
  - will be
  - was
  - was
  - is
  - will be

### EXERCISE 5.

- B.**
- ago
  - tomorrow
  - this
  - in
  - last
  - yesterday
  - Today
  - now

### EXERCISE 5.

- A.**
- They're
  - There
  - this
  - They're
- C.**
- to
  - too
  - to
  - too
- B.**
- We're
  - were
  - We're
  - were
- D.**
- off
  - of
  - of
  - off

## REVIEW EXERCISE 1

### STORY 1 STORY 2 STORY 3 STORY 4 STORY 5 STORY 6

is	to	at	used	from	own
at	told	TV	sports car	was	lease
is	have	didn't	or	go	location
her	to	yellow	next	on	enough
brother	asked	repair	Examination	loan	
works	form	asked	apply	start	made
studies	around	too	gave	started	about
on	for	to	studied	late	didn't
very	later	buy	vision	map	security
to	didn't	L	at	lend	lend
to	in	colour	driving	fast	wanted
and	with	was	lessons	licence	ready
wife	started	to	appointment	insurance	ready
cake	lot	was	nervous	warning	friends
recipe			made	drove	
			was	never	
			passed		

## REVIEW EXERCISE 4

5	Three and a half.	4	July 16, 1958.
8	\$799.	7	About two years.
15	Maybe a sports car	18	No, it wasn't.
16	I want to borrow some money.		
2	So-so. How about you?		
9	The TV doesn't work.		
1	Davis.		
10	I think we should buy a new one		
3	A guy selling something.		
6	Late. About 11:30.		
13	To Niagara Falls.		
14	Go straight ahead two blocks.		
11	I studied English.		
12	I'm studying for the test.		
17	This one has a better warranty.		

## PHOTO STORY 2: Enrolling in preschool

### EXERCISE 1.

- No
- Yes
- Yes
- No
- No
- Yes
- Yes
- Yes
- Yes
- No
- Yes
- Yes
- No
- No
- No
- No
- No
- No
- No

### EXERCISE 4.

- Did
- Does
- Do
- Did
- Did
- Does
- Does
- Does
- Do
- Did
- Does
- Do
- Do
- Does
- Did
- Do

### EXERCISE 5.

- B.**
- She didn't play...
  - She didn't call...
  - He didn't ask...
  - He didn't cry...
  - He didn't leave...
  - They didn't bring...
  - They didn't stay...
  - It didn't start...
  - He/She didn't go...
  - He didn't want to leave...

## PHOTO STORY 4: Getting a driver's licence

### EXERCISE 1.

- Yes
- No
- Yes
- Yes
- Yes
- No
- Yes
- No
- Yes
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No

## PHOTO STORY 6: Starting a business

### EXERCISE 1.

- No
- Yes
- Yes
- No
- Yes
- No
- No
- Yes
- Yes
- Yes
- Yes
- No
- No
- No
- No
- No
- No
- No
- No

### EXERCISE 4. EXERCISE 5

- B.**
- can
  - can
  - can't
  - can't
  - can't
  - can't
  - can
  - can't
  - can
  - can't
  - can
  - can't
- A.**
- (a)
  - (b)
  - (c)
  - (d)
  - (e)
  - (f)
  - (g)
  - (h)
  - (i)
  - (j)

## REVIEW EXERCISE 2

### A.

e x t r a  
 e c p a i r  
 a r e  
 s o d n  
 e m p l y  
 t e s t

### B.

l w a s  
 u s e d  
 s t o r  
 e r r o r  
 n e v e r  
 v a c a t i o n  
 i f f  
 s t a r t  
 o  
 e r e p o r t

### C.

B N O T H I N G  
 S A M E G U T S Z  
 B R E A K U T E  
 O X I C H V U F  
 R O A D E A D Y  
 O D P E R M I T  
 V T U R N E C  
 E O U L P U S H

### D.

O M T I N E A H  
 M A Y B E A S Y  
 F G W O D G A E  
 O O H F I Z A K  
 R N A R C H E N  
 G C H E A P L O  
 E F S E U L A H  
 V I R N N E X T

## REVIEW EXERCISE 5

- I'm not a bad driver.
- I don't have a lot of money.
- I can't do it.
- I wasn't sick yesterday.
- I didn't go to Toronto last Sunday.
- They aren't in the park.
- She isn't married.
- She doesn't like Canadian food.
- They don't speak English.
- He can't lend you some money.
- They can't come to the party.
- He wasn't at school yesterday.
- He didn't pass the driving test.
- They didn't leave an hour ago.

## REVIEW EXERCISE 8.

- I want to help you.
- What kind of car do you want to buy?
- He doesn't want to leave?
- Sun wants to enroll her son in the preschool.
- I have to study English.
- I have to ask you some questions.
- He has to have more money.
- I'd like to make an appointment with the doctor.
- Would you like to go on a picnic?
- I'm going to apply for a driver's licence.
- When are you going to take the test?
- Was this exercise very difficult?

# TEACHER'S GUIDE

The photo stories and their accompanying exercises permit a fair amount of flexibility in how they are used in the classroom. The exercises and activities have been designed to accommodate a wide range of learning styles, and the initial presentation/listening activity outlined below can be effective in classes with varying literacy skills. In addition, most of the exercises can be self-corrected, allowing students to work on their own. This can be of particular benefit in a multi-level class.

The following suggestions outline a method of presenting the photo stories to assist the development of listening skills, and effective ways of using the practice exercises. Feel free to adapt any of these suggestions to suit the needs of your class.

## Initial presentation and listening activity

The following method of presenting a photo story is based on the premises that:

- (i) the development of listening skills precedes the development of oral skills in the second language acquisition process;
- (ii) initially separating listening from speaking reduces student stress, and this can facilitate the acquisition process.

The method involves the following steps:

**Initial reading** — Read the photo story aloud once or twice. Students listen and silently read along with you.

**Student comprehension period** — Students may seek clarification from the teacher, ask each other questions, refer to dictionaries, or use whatever means possible to comprehend the story. Encourage students to seek clarification by teaching them sentences such as: *What does \_\_\_\_\_ mean? What does L-O-N-E-L-Y mean? Please repeat number \_\_\_\_\_, etc.*

## Listening — stage 1:

- (a) Ask the class 15-20 questions based on both the verbal and visual content of the photo story. Try to incorporate new vocabulary. The questions should require only a yes or no answer which students write on a piece of paper. Write the questions down first, since consistency is very important. The following examples are based on photo story #1:

T. — Look at photo #1: 1. Is Wing a waiter?

2. Is he cutting something?

Look at photo #2: 3. Is Sun homesick?

4. Does she miss her family?

5. Is she looking out the door?

Look at photo #3: 6. Does Peter work in a factory?

7. Is he carrying a tray?

Continue in this manner.

- (b) Repeat the questions, but this time allow students to seek clarification. This is quite important, since it prepares them for the uncertainties of listening in the real world.
- (c) After the meaning has been clarified, the students listen to the questions again and are asked to give the answers while they check their work.

## Listening — stage 2:

- (a) Ask 15-20 either/or questions. Students write only one word or a short phrase as an answer. Examples:

T. — Look at photo #1: 1. Is Wing a waiter or a cook?

2. Is he cutting or eating something?

Look at photo #2: 3. Is Sun homesick or happy?

4. Does she miss her family or her son?

5. Is she looking out the window or the door?

Look at photo #3: 6. Does Peter work in a factory or a restaurant?

7. Is he carrying a tray or a plate?

Continue in this manner.

- (b) Repeat the questions, allowing students time for clarification.
- (c) Repeat again. Students give answers and check their work.

## Listening — stage 3:

- (a) Ask 15-20 WH-questions. Students write only one word or a short phrase as an answer. Examples:

T. — Look at photo #1: 1. What's Wing's occupation?

2. What's he doing?

Look at photo #2: 3. How does Sun feel?

4. Who does she miss?

Look at photo #3: 5. Where does Peter work?

6. How many glasses are on his tray?

Continue in this manner.

- (b) Repeat the questions, allowing students time for clarification.
- (c) Repeat again. Students give answers and check their work.

This exercise provides a great deal of contextualized and meaningful listening practice with a minimum of stress. It not only tests comprehension of the story, but also incorporates new vocabulary based on the visual content of the photos. The photos provide visual references which assist comprehension and memory, and new vocabulary is reinforced in each stage of the exercise. Most important, students develop the receptive skills which prepare them for subsequent speaking activities.

This exercise is also fairly flexible. With a class of students who have poor literacy skills, the questions could be responded to orally, or students could choose answers from a list in stages 2 and 3. In a multi-level class, more advanced students could write their answers in a complete sentence. Also, the questions can be made as simple or complex as your class is capable of.

A class of less advanced students may require some introduction to new vocabulary before beginning the listening exercise. One way of doing this is to ask questions such as: *What do you see in photo # \_\_\_\_\_? What is he/she doing in photo # \_\_\_\_\_? Where is (the) \_\_\_\_\_?* Write a list of key responses for each of these questions on the blackboard. Separating new vocabulary in terms of nouns, verbs and prepositions helps students acquire a sense of structure. Also, eliciting vocabulary from the students works well in a multi-level class. The more advanced or gregarious types are reinforced for what they know, while less advanced students can sit back and absorb whatever they can. Writing vocabulary on the blackboard slows down the pace and gives slower students more time to comprehend. It also helps students develop symbol-sound association. Plus, many adults are visually-oriented, and seeing the words helps them to remember and retain the words longer. Throughout this process, allow students ample opportunity to seek clarification: *What's a tray? What's T-R-A-Y? Please pronounce... etc.*

## Exercises

The format of exercises 1, 2 and 3 are the same for all of the photo stories, while the format of the remaining exercises varies. Most of the exercises, including the review exercises, can be self-corrected. Each exercise page also includes an activities section which presents ideas for additional practice.

**Exercise 1** — This exercise consists of 20 yes/no questions. The first 10 questions relate to the verbal content of the story, and the last 10 questions relate to the visual content. This exercise may be done as a reading/writing exercise, or as a listening exercise. If it is done as a listening exercise, have the students cover the questions with a piece of paper. Then read the questions aloud, allowing enough time between questions for the students to write the answer in the blank. With a more advanced class, you may choose to use this exercise as a substitute for the preliminary listening activity.

**Exercise 2** — Both part A and B are intended primarily as speaking activities. You may choose to have the students write the exercise as a follow-up to speaking or as a preparation for speaking. For part A, model questions have already been presented in the preliminary listening exercise and/or in Exercise 1. Non-literate students could do this exercise only as a speaking activity.

**Exercise 3** — This cloze exercise of dialogues taken from the photo story can be done as a writing exercise which students correct by referring back to the photo story, and as a roleplay activity to be done in pairs.

**Other exercises** — The remaining exercises have a variety of formats and purposes. Some are open-ended exercises which allow students to express themselves orally or in writing. Others have a specific semantic or structural focus.

**Activities** — This section presents a number of suggestions for additional activities. Most of the activities involve speaking practice in pairs or groups.

**Review** — This section contains a variety of exercises which reinforce vocabulary and structures used in the photo stories. In addition, there are a number of open-ended activities which encourage the students to express their own ideas.

**Reading** — This section contains a number of short articles relevant to the topics of the photo stories. The purpose of this material is to convey orientation information and to provide extra reading practice. This section could be used as a supplement for the more advanced students in a multi-level class.

**REFERENCES:** Boyd, John and Mary Ann Boyd, 1985. *Listening Cycles*. Abaca Books Inc.



## EVALUATION

We would like your comments about "The Newcomers". Please fill out one of the evaluation forms below, and mail it to:

The Editor, The Ontario Times  
Ministry of Citizenship  
Citizenship Development Branch  
5th floor, 77 Bloor Street West  
Toronto, Ontario  
M7A 2R9

## STUDENTS:

### STUDENT'S EVALUATION: The Newcomers

1. How long have you been in Canada? \_\_\_\_\_
2. Where did you get "The Newcomers"? \_\_\_\_\_
3. How do you use "The Newcomers"?  
☐ with the help of a teacher in a class. What kind of class or program are you in? \_\_\_\_\_  
☐ with the help of a friend or volunteer.  
☐ on your own.
4. What do you like about "The Newcomers"? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What do you **not** like about "The Newcomers"? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Do you have any other comments? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## TEACHERS:

### TEACHER'S EVALUATION: The Newcomers

1. How did you find out about "The Newcomers"? \_\_\_\_\_
2. What is the name and location of your school/program? \_\_\_\_\_
3. In what kind of class do you use this material? \_\_\_\_\_
4. How do you use this material? \_\_\_\_\_  
 \_\_\_\_\_
5. What do you like about this material? \_\_\_\_\_  
 \_\_\_\_\_
6. What would you add or change to improve this material? \_\_\_\_\_  
 \_\_\_\_\_
7. What other kinds of materials would you like to have? \_\_\_\_\_
8. Additional comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



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